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ready translation of Greek and Latin of all periods should be expected of him. The subjects assigned for written papers should be of a character to lead the writer to take broad and comparative points of view, and not serve as exercises in the exhaustive handling of small problems, with the hope of discovering something new, no matter how microscopic. The final thesis for the Litt.D. would be simply something more ambitious of the same sort, a proof of catholic taste, wide knowledge of literatures and skill in literary expression. Finally it need hardly be said that neither class of student would necessarily be excluded from taking any of the classical courses for which he might be fitted, but it should be understood that certain courses were conducted with sharply defined ends in view, and the present confusion which leads to the seating of men with irreconcilable needs and ambitions side by side in the same lecture-room should be avoided.

If the educational system of our graduate schools could be reconstructed in somewhat the way that has been outlined to meet the real needs and demands of our advanced students, both degrees would be trustworthy labels. The Litt.D. would indicate the completion of a curriculum intended to give a literary training which would be the best possible not only for most of our future teachers, but also for prospective journalists, authors and the like. The Ph.D. would signify that its possessor had been specifically trained for a career of scholarship that should have a university professorship as its ultimate goal. Of course, as time went on, the fact would be better recognized than it is today that only a few institutions have the material and professorial equipment that fits them to give a degree in research, but that even the least of our graduate schools could give proper preparation for an equally honorable and difficult degree in literature. Moreover, we should not only attract more students to our universities, but those that came to us, having quickly discovered their natural aptitudes, and realizing, that no matter which line they took, they would receive proper cultivation and a just reward, would constitute a more stable and enthusiastic membership for our graduate schools than these now secure. Men whose unfitness for a Ph.D. was apparent from the start, as it generally is, could be gently dissuaded from an attempt that would inevitably end in disappointment, and in many cases they could properly be diverted into the other line of work. Fewer men will then be performing a labor of hate. The faculty itself would benefit. While the Ph.D., if historically and rightly conceived, is a specialist's degree, and the work for it should be concentrated in one department, the training for the Litt.D., as we have sug-

gested, would fall to the duties of several. The result might well be a more harmonious and appreciative collaboration among professors, and would undoubtedly be a broadening and quickening of the individual teacher's mind; for he would be compelled to give his instruction with reference to the needs not only of the specialist in his own subject, but of many other students whose interests were of the comparative sort. This would demolish some absurd and unnatural barriers that curse our Universities today. Furthermore, both the more literary professor and he whose interests are chiefly in productive research could count on a juster recognition of their respective fitnesses and usefulness. Our graduate students would receive effective training, the minority for university-chairs of the two somewhat overlapping sorts, the majority for teaching-positions in our High Schools and smaller Colleges.

But, after all, the writer of an article like this must not be too optimistic. He fully realizes that graduate schools cannot guarantee the production of either a great teacher or a great scholar, much less that combination of the two, who, possessed of superior powers of imagination, exuberant vitality, a genuine love of literature, and, best of all, the God-given gift of personal magnetism will prove a success in spite of a defective education.

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THE CLASSICAL ASSOCIATION OF PITTSBURGH AND VICINITY

The Classical Association of Pittsburgh and Vicinity held its third meeting of the year at Shadyside Academy, January 20. Dr. W. R. Crabbe, Principal of the Shadyside Academy, gave an interesting talk on the recent meetings of The American Philological Association and The Archaeological Institute, held in Pittsburgh, December 27-29 last. Professor S. G. Oliphant, of Grove City College, read a paper on the Legend of the Strix, which gave a clear and convincing account of that fanciful being, and showed how this bit of superstition has survived in modern times. Dr. L. W. Burdick, of the University of Pittsburgh, read a paper entitled The Educational Value of the Classics from the Psychological Standpoint. After an outline of the history of Latin as a school subject, he showed the great value of Latin and Greek for gaining a mastery of English, power of concentration and good habits of study, etc.—all matters to which the psychologist cannot take exception. The paper was especially reassuring to those whose classical faith may have begun to waver.

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